

## Guidelines for the Administration of Read Aloud/TTS Accommodation to Visually Impaired Students for the Forward Exam

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

The Forward Exam is generally produced for students with severe visual impairments using the contracted braille, a space-saving method for creating braille in which braille cells can be used individually or together to represent contractions and whole words in braille.

In some cases, students who do not master braille cannot access the test materials. The Individualized Education Program (IEP) team is responsible for making the decision about how a child with visual impairments will participate in the Forward Exam each year the test is administered. All five of the criteria below must be met when considering whether the child has not mastered braille and needs to have the read aloud/TTS accommodation provided in order to access the Forward Exam.

When the IEP team concludes that all five criteria below accurately characterize a student's current educational performance, the read aloud accommodation will be allowed in all sessions, including ELA reading passages, to adequately provide meaningful data representing the current academic outcome from the student.

Criteira for Accommodation	Yes	No
Does the IEP indicate that the child has a need and receives instruction in braille?		
Does the lack of knowledge of braille prevent student participation in the Forward Exam, which includes the ELA reading passages?		
Is the student's inability to access the exam, which includes the ELA reading passages, primarily because of his/her disability rather than issues that are not related to the disability (e.g., excessive unexcused absences)?		
Is the student routinely provided with an oral instruction format to access materials?		
Will the oral administration of the test provide sufficient access to the materials to the student?		